

SECTION C – Argument and persuasive language**Instructions for Section C**

Section C requires students to write an analysis of the ways in which argument and language are used to persuade others to share a point(s) of view.

Read the background information on this page and the material on pages 14 and 15, and write an analytical response to the task below.

For the purposes of this task, the term ‘language’ refers to written, spoken and visual language.

Your response will be assessed according to the assessment criteria set out on page 16 of this book.

Section C is worth one-third of the total marks for the examination.

Task

Write an analysis of the ways in which argument and written and visual language are used in the material on pages 14 and 15 to try to persuade others to share the points of view presented.

Background information

The principal of Romeo Road Secondary School, Petrov Price, writes a blog titled ‘From the Principal’s Corner’ on the school website. He recently published the following post on the topic of bookless libraries. A reader of the blog posted a comment in response.

ROMEO ROAD SECONDARY SCHOOL



HOME ABOUT STUDENTS PARENTS **BLOG** CONTACT

BLOG > From the Principal's Corner

Looking back on my childhood, I have fond memories of my school library. Endless corridors lined with shelves, creaking wooden floors, cosy corners, and books – so many books! There was something sacred about that building – something magical – and it came from being close to so many ideas, so much collected knowledge.

Today, however, knowledge looks a little different from when I was growing up. The new generation of digital natives associates ideas with the click of a mouse, or the results of a search, rather than the pages between two cloth boards. Which leaves school libraries like the one I used as a child – products of the paper age – facing some difficult questions.

What does the library for the digital age look like?

What does it do? And who is it for?

Romeo Road library isn't immune to these questions. Since its founding in 1945, our school has prided itself on being at the forefront of change. Ours was one of the first schools in the country to introduce the PC to classrooms in the late 1980s; we have since led the way in adopting new technologies, from BYO devices to our e-learning platform.

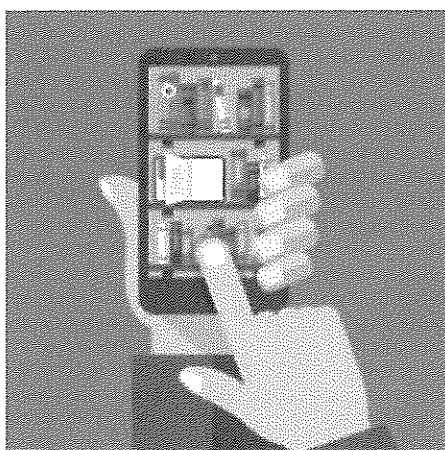
But despite our efforts to bring this school into the 21st century, our library remains firmly stuck in the 19th. Apart from a lone computer lab, it continues to function as a place to house physical books – a notion that is now as outdated as the atlas (remember those?), and just about as useful to our students. (Records show that students checked out just 45 books this month.) For my part, I believe it's time we close the book on Romeo Road library's dark ages – and the first step is getting rid of our collection of paper books altogether.

A library without books? It's controversial, sure – but it's not *that* controversial. Around the world, libraries are reading the writing on the screen and phasing out physical books in favour of digitised collections and electronic subscription services. At its heart, the move towards 'bookless' is about making information as quickly, easily and widely accessible as possible. Finding what you need in a traditional library means searching for the book you're looking for (or asking a librarian), taking it to the counter, checking it out and returning it; reading the ebook version of a publication, however, is as simple as searching an electronic catalogue on a device and hitting download.

And despite the term, a bookless library would actually give students access to more books than they have ever had before – including leading magazines, journals and newspapers from around the world. Phasing out physical books also has a number of other benefits, not least among them reducing the cost to an institution.

As principal, I can tell you that managing a collection of physical books is an expensive exercise: paper books require a significant amount of space and maintenance, and printed information can quickly become outdated. Ebooks, on the other hand, are cheaper than their hardcopy counterparts and accessible from anywhere with a login and an internet connection. Removing physical books and their shelves from the Romeo Road library would also create a lot of extra space, and this kind of real estate could be put to good use – in the form of extra computer labs, for example; a maker space; or even a digital recording studio.

I know how upsetting the idea of a library without books will be for some people, but to my mind the choice is clear: either we turn the page on the physical book now, or we end up having to do it later anyway. The world is changing, and Romeo Road needs to be changing with it – for the sake of our school and, most importantly, our students.



LiberLover1

Dear Principal Price,

This is a bold proposal, and one that is sure to get chins wagging. For my part, I can't help but wonder if dumping all of Romeo Road's book collection is a little premature. While students might have access to more resources and more texts through the digital catalogue, whether they will use them is another matter. Research shows that some students read less carefully and comprehend less overall when reading on screen as opposed to paper. It's also been said that just the presence of physical books in a room can encourage deeper learning and stronger engagement with academic material. Who wants to read poetry in a computer shop? I'd also like to note the absence of any input from the Romeo Road librarians, who have a wealth of knowledge and experience. How did *they* feel about your idea? Write me off as one of those rusted-on booklovers if you like, but I'd like to see a little more respect shown for all of that 'collected knowledge'. Surely the digital way isn't always the only way?

**END OF SECTION C
TURN OVER**